

Attendance Management Plan and supporting STAR procedures

Strategic Priorities

Regular school attendance is important for students to achieve their educational potential. The government target is that 80% of students will be regularly attending school by 2030. As defined by the government: regular attendance means a student is present at school for more than 90% of the time.

Our school currently has an average of 71% regular attendance each term and a target of lifting regular attendance to an average of 73% per by the end of 2026.

BDSC Regular Attendance	Term 1	Term 2	Term 3	Term 4	Average per term
Actual in 2025	80%	72%	66%	65%	71%
<i>Aim in 2026</i>	<i>82%</i>	<i>74%</i>	<i>68%</i>	<i>67%</i>	<i>73%</i>
<i>Aim in 2027</i>	<i>84%</i>	<i>76%</i>	<i>70%</i>	<i>69%</i>	<i>75%</i>
<i>Aim in 2028</i>	<i>85%</i>	<i>79%</i>	<i>73%</i>	<i>72%</i>	<i>77%</i>
<i>Aim in 2029</i>	<i>87%</i>	<i>81%</i>	<i>75%</i>	<i>74%</i>	<i>79%</i>
<i>Aim in 2030</i>	<i>89%</i>	<i>83%</i>	<i>77%</i>	<i>76%</i>	<i>80% +</i>

Board responsibilities

The board is responsible for taking all reasonable steps to ensure that the school's students attend the school when it is open for instruction.

The board will comply with the provisions in the legislation in relation to student attendance by:

- having a commitment to support students return to regular attendance.
- having processes and procedures in place to support a Stepped Attendance Response (STAR) to student absence that uses data-based thresholds to identify students.
- recording all absences and responding accordingly.
- having an effective method in place for identifying and monitoring student absence, including identifying patterns and barriers to student attendance publishing this attendance management plan on the school's website.

Principal responsibilities

The principal is responsible for:

- developing and implementing a stepped attendance response aligned with the thresholds to support student attendance.
- ensure that student absences are investigated, responded too and actions taken recorded aligned with the thresholds.
- ensure all students, whānau and staff understand the processes and procedures that support student attendance.
- Report to the board on any trends, barriers to attendance and interventions being used to support student attendance.

Procedures/supporting documentation

Attendance management Procedure - Stepped Attendance Response (STAR)- see below.

Monitoring

The principal will maintain reporting of daily attendance data.

The board will receive monthly updates and termly attendance reporting- including information provided by the Everyday Matters report. Included in this reporting will be any emerging trends, barriers to attendance, and areas of concern for the board's consideration.

Legislative compliance/ Legislation

[Education and Training Act 2020](#)

[Education Attendance rules](#)

[Education Attendance Management Plan regulations \(yet to be passed\)](#)

Attendance Management Procedure- Stepped Attendance Response

We recognise the importance of regular attendance to help our students achieve their educational potential.

Our attendance procedures ensure students are accounted for during schools' hours. This allows school staff to identify and respond to student attendance concerns.

We have a stepped attendance response to ensure we are able to identify students and offer appropriate interventions at the thresholds to support students to return to regular attendance.

We have annual targets for student attendance and work with students, parents and caregivers, staff and external agency, where necessary, to improve our levels of student attendance.

Parent/Whānau responsibilities

- ensure students attend every day they are able.
- reinforce good attendance habits.
- open communication with the school follows the school's attendance management plan and associated attendance policies and procedures.

School responsibilities

- clear communication to parents and students on attendance expectations on enrolment, at the start of the year and each term
- communicate to parents what steps the school will take if the student is absent from school.
- monitor student attendance.
- provide students with regular updates on their own attendance report regularly to parents on attendance of their child.

School Procedures

Principal	Will appoint staff and delegate duties, to manage the recording of electronic student attendance register and the follow-up procedures for non-attending students.
Attendance officer	Will support teachers to maintain accurate up-to-date attendance information.
Classroom teachers	Will record student attendance to their class each period within the first 15 minutes.

Tutor Teachers	Will monitor and maintain accurate and up-to-date records and supporting the attendance systems. They will also monitor and follow-up on lateness and attendance other attendance issues.
Whānau leaders	Will monitor student attendance for their respective groups, ensuring that parents are informed of attendance concerns. The SLT line manager and relevant personnel will be kept informed of serious student absence situations. Students will be identified at the thresholds. Follow-up response actions will be tailored to the reasons for absence. Patterns of attendance and specific interventions being used will be evaluated by the whānau leaders/SLT termly to review outcomes and effectiveness of these interventions.
SLT	Will support Whānau leaders; discussing and reviewing outcomes and effectiveness of these interventions.
Parents	Are responsible for ensuring their student gets to school on time and informing the school of absences with reasons in a timely manner. Parents will receive notification if their student is not at school for a period and this is unexplained. They will also receive student attendance data via weekly emails, the Webportal and fortnightly Engagement reports.
Outside agencies EG: Attendance Services (SEAS)	Will be engaged with, as appropriate, and used to support attendance interventions.
Deputy Principal (with the attendance portfolio)	Will monitor the effectiveness and implementation of the STAR at BDSC.

Attached is the Stepped Attendance Response Activities (STAR) for BDSC. Any action taken can be considered at any threshold. All actions taken to respond to absences will be recorded in KAMAR.

BDSC Stepped Attendance Response Activities

Below is our stepped attendance response for responding to individual student absence. Actions can be taken at any stage and there is no requirement to wait for a student to be identified at a threshold to take action to address non-attendance. Contact will be made with parents promptly regarding non-attendance and arrange meeting as necessary. Attendance concerns/patterns can be raised at pastoral meetings, with the Whānau SLT line manager or with the SLT in charge of Attendance. Attendance data related questions are to be directed to the Attendance Officer. For all other attendance queries please contact the Whānau Leader or Senior Leader in charge of attendance.

Day-to-day operations			
Activities	Practice	Responsible Person	Notes & Actions
Assess attendance history of new students.	Contact previous school to request attendance records Identify any issues or trends in attendance history.	Enrolment officer, DP for enrolment and attendance.	<ul style="list-style-type: none"> Data collected through our enrolment process and transition form. Patterns of concern are discussed as part of their transition plan. Highlight the importance of regular attendance and procedures at the New Parents Evening at the start of the year.
Maximising opportunities to communicate with parents regarding child's attendance.	Utilising emails, phone calls, face-to-face to communicate attendance concerns with whānau and students directly.	Teaching staff, Whānau leaders and attendance officer (AO).	<ul style="list-style-type: none"> Engagement report back to parents and student's fortnightly which includes ongoing attendance data. Conversations at parent-teacher-student interviews. Communication via classroom teacher, tutor teacher and whānau leaders directly with parent.
School Leadership actively minimise disruptions to the school day, and week e.g. use callback days, EOTC monitoring.	School Leadership prioritise school-hours for learning.	School leadership Head of Learning.	<ul style="list-style-type: none"> Monitor disruptions across the curriculum to ensure trips are placed to minimise the impact on the students in class attendance and their learning. Utilise online interviews to support parental engagement, which includes discussion regarding attendance. Be mindful of non-priority events that may disrupt the school day.
Escalate attendance issues and concerns.	AO refer to WL or SLT for higher level intervention.	AO, Whānau leaders and SLT.	<ul style="list-style-type: none"> Staff are guided by the STAR matrix and are required to escalate issues according to these procedures. WL/AWL and SLT collaboratively develop support plans with student and whānau. Involve in-house (i.e. Counsellors, Nurse, SENCO, Careers) and external services as appropriate. Consider referral to Attendance Services.
Support students to continue learning if unable to attend school every day, including health schools where appropriate.	Set alternative activities e.g. online for students who cannot be at school on a short-term basis.	All staff as appropriate.	<ul style="list-style-type: none"> Use Online platforms available - Microsoft Teams/Outlook to ensure student access to resources and learning content. Adapt timetable to support students accessing learning (Study lines, Northern Health school, custom timetables).

GOOD: Students with less than 5 days absence – Over 90% attendance

Activities	Practice	Responsible Person	Notes & Actions
<p>Clear communication:</p> <ul style="list-style-type: none"> To parents on attendance expectations on enrolment, at the start of school year, and each term through the BDSC Bulletin. To parents about what steps the school will take in the event their child is absent from school. About good attendance habits to students and parents. 	<ul style="list-style-type: none"> Use enrolment forms, newsletters, website or other communication methods to set expectations and provide guidance to parents. Clear communication to parents on attendance expectations on enrolment, at the start of school year, and each term. Communicate to parents what steps the school will take in the event their child is absent from school. Communicate good attendance habits to students and parents. 	<p>DP with oversight of Attendance.</p> <p>Classroom teacher to complete roll at the start of the lesson.</p> <p>Attendance officer.</p>	<ul style="list-style-type: none"> Email sent to parents/caregivers and students to notify of absence for the entire day or for specific periods. Raise awareness of attendance e.g. Parent Teacher meetings with attendance on the agenda. Regular updates on student engagement and attendance Reminders of the importance included in the principal's bulletin or parent update. Email sent out at start of each term to outline and remind parents/students of our expectations and process regarding attendance. Recognition – for attendance 100%. Attendance discussed in whānau and level assemblies highlighting attendance data and reminding of school expectations.
<p>Monitor attendance.</p> <ul style="list-style-type: none"> Unexplained daily absences notified to parents. Parent caregiver contact details regularly checked and updated. 	<p>Use KAMAR and P.A.R.O.T to quickly identify student absences and communicate these to parents.</p>	<p>Attendance officer Tutor teacher Whānau leader</p>	<ul style="list-style-type: none"> Parent notification via text for unexplained absences (first two periods of the day) to prompt an explanation from parents. Notification is also sent for absences at the end of the day. Conversation with students around attendance happens weekly with a student's tutor teacher, mentors and whānau leaders.
<p>Provide students and parents with regular attendance updates.</p>	<p>Reporting occurs via the Webportal, and weekly and fortnightly updates and formal school reports.</p>	<p>Tutor teacher Whānau leader Attendance officer</p>	<ul style="list-style-type: none"> Weekly emails sent to students and parents to identify attendance period by period for that week. Attendance data included in fortnightly engagement reports and mid-year and end of year reports. Parents and students can access live attendance via Webportal.
<p>Between 0-4 days absence all absences need to be followed up to ensure the correct code is recorded against the absence. Any students already on attendance list from previous term and student developing patterns will be identified by the whānau leader and tutors at their weekly meetings.</p>			

WORRYING: Students with less than 10 days absence (5-9 days) – above 80% up to 90%

Activities	Practice	Responsible Person	Notes & Actions
Contact parents to discuss reasons for absence.	<ul style="list-style-type: none"> • After 5 days of accumulated absence during the term send the template email to parents. • Phone contact to be used if this is not the first time student has met the threshold or no response. • Discussion had with student on their return to school. 	AO/tutor teacher Whānau leader Tutor/Whānau leader	Record actions taken in KAMAR. If there is no action taken due to individual circumstance- record this against student record. If no response has been received, follow-up to be within 3 schools' days by whānau leader.
Support student to catch up missed learning where required	Tutor and subject teacher to check in with student to support where appropriate to get back on track.	Tutor teacher Subject teacher	Discussion with student in tutor time. Students to follow up with appropriate subject teachers. Check no internal assessments missed. (Yr 11-13) Subject teacher communicate with home informing catch-up work required and monitor completion.
Use in-school resources as appropriate to remove barriers.	Contact pastoral care team if barriers identified that the school could assist with.	Tutor teacher Whānau leader Pastoral care team	Student (and parent if appropriate) provided access to additional resources. Consider bus pass, uniform, counsellor/ nurse appointments
<p>Between 5-9 days absence, investigate reasons for this absence and if there is a pattern across the year consider actions listed at higher thresholds. Record all actions taken to address non-attendance.</p> <p>For students that have progressed from having higher absences, provide feedback on the positive improvement on their attendance to both student and whānau. If there is no action taken due to individual circumstance- record this against student record.</p>			

CONCERNING: Students with less than 15 days absence – Above 70% up 80%

Activities	Practice	Responsible Person	Notes & Actions
Contact parent to escalate concerns	Further contact with parent/caregivers Email and/or phone call as required for escalation.	Whānau leader	Record actions taken in KAMAR. If there is no action taken due to individual circumstance- record this in their student record.
Hold meeting with parent/caregiver and student (where appropriate) to analyse reasons for absence	Arrange meeting including parents and student.	Whānau leader	Consider who is needed at this meeting. Eg Learner support, careers, SLT
Develop and implement a support plan tailored to the reasons and circumstances around the child's absence	Hold everyone accountable for their part in the plan.	Whānau leader	Take action quickly where expectations aren't being met
Use in-school resources as appropriate to remove barriers and request support additional in school and outside of school as needed	Discuss with SLT line manager for whānau leader and/or attendance DP to identify what further support needed	Whānau leader Appropriate support people	Senior Leaders <ul style="list-style-type: none"> • Support hardship students with uniform, food, learning resources and trips where appropriate. • Set up payment plans with the accounting team where needed. • LSC • Work with whānau, students and classroom teachers with supporting strategies and resources (including outside agencies) • Counsellor • Support students in developing strategies that increase engagement and attendance in school. • Communicate with Whānau DP, Classroom teachers and whānau where appropriate. • Classroom Teachers • - Make referrals to DPs, LSC, Counsellor as needed
<p>Between 10-14 days absence, investigate reasons for this absence and if there is a pattern across the year consider actions listed at higher thresholds. Record all actions taken to address non-attendance.</p> <p>If there is no action taken due to individual circumstance- record this in the student's record on KAMAR.</p>			

Serious Concern: Students with greater than 15 days absence – below 70%

Activities	Practice	Responsible Person	Notes & Actions
Contact parent to escalate concerns to request in person meeting	Further escalating email (use template) Arrange promptly for meeting including parents and student. Consider who will be in attendance.	Whānau Leader and DP for attendance/pastoral	<ul style="list-style-type: none"> • Send the escalated formal notification. <ul style="list-style-type: none"> ○ Set up meeting time with whānau (where appropriate) • Create an individual action plan for students. • Explore options that will increase likelihood of engagement. <ul style="list-style-type: none"> ○ Facilitate meeting that seeks to remove barriers and enable. • Engage any other supports as needed e.g. learner support, counsellors, careers,
Request support from Attendance Service or other agencies as needed. Participate in multi-agency response	Refer to Ministry of Education Attendance Services Support access to services and collaborating with specialists	Whānau Leader and DP for attendance/pastoral	Before referral check all previous actions like support plan are in place. Resources and supports will continue to be provided as appropriate. Reintegration plan in place to return student to regular attendance
Maintain implementation and monitoring of support plan	Hold everyone accountable for their part in the plan, and take action quickly where expectations aren't being met	Whānau Leader and DP for attendance/pastoral	Support plan in place. Continue monitoring. Steps taken to reintegrate student
<p>Over 15 days absence, investigate reasons for this absence and refer to whānau leader and/or DP for attendance/pastoral for further actions.</p> <p>Record all actions taken to address non-attendance.</p> <p>If there is no action taken due to individual circumstance- record this in the student's KAMAR record.</p>			